

# The Kindness Campaign: It's Cool to be Kind

## SITE APPLICATION

### *For K-8*

(Building serving students ranging from K-8 in any combination; i.e.,  
Elementary and or Middle School)

*April 10, 2006*

**Claudia Hasselquist, Coordinator,  
Safe & Drug-Free Schools Program  
State Department of Education  
P.O. Box 83720  
Boise, ID 83720-0027**

April 10, 2006

**To: Applicants of *The Kindness Campaign: It's Cool to be Kind***

Many thanks to all those who have taken the time and energy to consider this grant application to have *The Kindness Campaign* implemented at your school. This year (2006-2007), we will be funding one school in each of the six regions of Idaho. As we expect this application to be very competitive, grant reviewers will be observing the most critical factors on which to base their decision: a) Identifying a need; b) Having the need supported by data-driven evidence; and c) Evidence of program sustainability.

You will find the Program Application at the end of the Kindness Campaign outline. Please follow the instructions clearly and carefully to have your application considered and reviewed.

## INSTRUCTIONS

1. This application is due by **noon** on Friday **June 30th, 2006**. Late applications will not be considered.

Faxed or electronically submitted applications **will not** be considered or reviewed.

Please **mail**

or

**hand deliver** (650 W State Street)

Claudia Hasselquist, Coordinator

Safe & Drug-Free Schools Program

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2. Application submissions must be typed. Hand-written applications will not be considered or reviewed.
3. Please restrict the length of your responses to the space provided on the application form. Attached pages will not be considered or reviewed. You can bold type and caps, etc., for emphasis as you deem effective.
4. Please send one (1) original application, with required signatures, and two (2) copies of the application.
5. Signatures of the building Principal and of the district Superintendent are required.
6. Please note: When answering the needs assessment portion (question 2.), it is critical to provide data-driven evidence. (Data-driven evidence may include: SDFS Incident Reports, Average Yearly Progress Reports, Law Enforcement Reports, attendance, low parental involvement, grades, test scores, disciplinary reports, suspensions & expulsions, truancy filings, and referrals to community agencies.)

While we cannot fund each and every application, we wish to extend our appreciation to everyone striving to make a difference at their school.

Sincerely,

Claudia Hasselquist  
Coordinator, Safe & Drug-Free Schools Program  
Idaho Department of Education

## THE CHALLENGE

Over the past several years, Youth Empowering Systems (Y.E.S.) has provided a variety of trainings for educators in Idaho state. Our facilitated programs have included:

- *Creating Learning Environments Free from Bullying*
- *Reviving the Wonder*
- *Building Respectful Schools*
- *Odd Girl Out (The Way Girls Bully)* and
- *Building Academic Success on Social and Emotional Learning.*

Each workshop has provided a vital element for creating safe learning environments where students can succeed, make healthy choices and excel academically.

We know from experience and research that it is precisely this culture change, grounded in universal acceptance and mutual respect, that is necessary for students to learn, grow and make healthy choices so that they *can* succeed academically, psychosocially and physically.

Programs that address such cultural changes are intensive, custom-tailored to site, and happen over time. The average time for these changes to take effect and produce measurable results is 3-5 years. However, our experience with THE KINDNESS CAMPAIGN proves otherwise. In the sites where YES has introduced THE KINDNESS CAMPAIGN, principals have reported significant positive changes in the learning climate at their schools after the first year of implementation.

Due to all that is required of educators today, we understand the Herculean task of having these participating educators return to their buildings with their newly acquired tools, skills and knowledge to share with their whole staff, in an effort to implement a building-wide cultural change.

## THE ANSWER

- **Youth:** Recognizing youth as our most valuable resource for effecting positive change. Developing an opportunity for young people to become involved in productive, prosocial roles and activities and providing them with the skills and recognition for success.
- **Staff and Community Volunteers:** Offer training and support for staff and adult volunteers for effective collaboration, to actively step into the role of mentor and agents of change for their youth, school and community in which they live.

We recommend the following strategic initiatives:

1. Expand upon previously delivered 'issue based' programs.
2. Continue to support and invest in your staff so they may develop their professional and personal skills necessary to create a positive learning environment for their students, as well as for their school.
3. Foster an invitation for community members to become involved and support their most important asset – their youth.

## **A STRATEGIC SOLUTION**

This year we would like to offer an innovative program for one building per educational region, serving students ranging from K-8 grade in any combinations; i.e., elementary and or middle school. Schools that are interested in participating can use the attached application form to apply for consideration. The (school) applicants that have demonstrated the highest degree of commitment to achieving cultural change and exhibiting the highest degree of need will be selected for participation in the 2006-2007 school year.

## **PROPOSED OUTCOMES:**

### **THE KINDNESS CAMPAIGN: IT'S COOL TO BE KIND**

#### **- Research -**

It has been well established that when teachers had opportunities for **collaborative inquiry** and the learning related to it, they were able to develop and share a body of wisdom gleaned from their experience (McLaughlin and Talbert 1993).

This program combines and builds on all of the previous trainings delivered in the past several years. Working with the entire staff and student body at each site, the program will focus on changing and/or enhancing the learning and social climate school-wide. Program success will be measured by decreasing incidents of teasing, bullying and harassment. In addition, a natural side-effect of creating positive change is the enhancement in social and emotional intelligence.

Achieving our goals will also show an increase in respect among students and between students and staff, creating an environment where all individuals feel physically and emotionally safe.

Some schools we have partnered with have successfully reported measuring decreases in truancy, suspension, expulsion, drop-out rates and risky behaviors and rises in participation, test scores and community service to measure the success of *their* KINDNESS CAMPAIGN.

THE KINDNESS CAMPAIGN strives to transform individuals, as well as the buildings and communities, so that dignity and energy can flourish, fostering creative and sustained learning.

## **Evaluation Methodology**

A collection of quantitative data indicators is recommended for measuring outcomes at each participating school. In order to measure with confidence, creating a Base Line prior to implementing the Kindness Campaign is necessary.

Youth Empowering Systems can provide support for identifying success indicators, as well as with the evaluation methodology (survey design). Using a quantitative and qualitative methodology, we can learn if perceptions, attitudes and behavior have been positively effected by participation in THE KINDNESS CAMPAIGN.

## Community Volunteers

Application forms for the Community Task Force volunteers will also be provided.

### - Research -

The Social Development Research Group (SDRG) has identified specific conditions in children's community, school, family, and peer environments, as well as physiological and personality traits of the children themselves, are common risk factors for problems such as drug abuse, delinquency, teenage pregnancy and school failure.

SDGR has also identified protective factors and protective processes that prevent people who are exposed to risk from developing health and behavior problems. SDRG's Social Development Strategy emphasizes two key protective factors: bonding to prosocial family, school and peers, and clear standards or norms for behavior. The strategy identifies three processes that promote these protective factors:

1. Opportunities for involvement in productive prosocial roles.
2. Skills to be successfully involved in these roles.
3. Consistent systems of recognition and reinforcement for prosocial involvement.

# THE KINDNESS CAMPAIGN:

## *It's Cool to Be Kind*

### TRAINERS

Suze Rutherford, Arthur Cummins, Kim Nicole Disbury

### TRAINING

6 days delivered over 3 trips:

1<sup>st</sup> Trip  
3 days  
back to back

2<sup>nd</sup> Trip  
One day

3<sup>rd</sup> Trip  
2 days  
back to back

## PROGRAM OVERVIEW

DAY 1	BUILDING RESPECTFUL CLASSROOMS & SCHOOLS	STAFF In-service
DAY 2 & 3	RESPECT DAY – (Training up to 100 students in upper grades of building each day)	STUDENTS Designated Staff
DAY 4	KINDNESS CAMPAIGN TASK FORCE (Length of day training to be determined by school)	STAFF & COMMUNITY VOLUNTEERS
DAY 5	TRAIN THE TRAINERS (One day training staff/community members on task force)	TASK FORCE
DAY 6	SHADOWED – RESPECT DAY (Task Force will be trained to facilitate a Respect Day and second day conduct a Respect Day for another grade level in building)	STUDENTS & TASK FORCE

If you have questions concerning the implementation of the grant please call:  
Maggi: 1-800-624-1120 ext. 12)

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## **PROGRAM OVERVIEW:**

### **THE KINDNESS CAMPAIGN: *It's Cool to be Kind***

THE KINDNESS CAMPAIGN begins (Day 1) with a staff in-service on building respectful classrooms and schools. The staff will increase their understanding of:

- What it means to establish a respectful school climate
- How they personally can reinforce principles of basic human respect
- The importance of modeling respect
- Making respect a school-wide priority
- How to be concrete, specific and direct when confronted with common forms of disrespect (e.g.: name-calling, casual use of derogatory racial/gender terms, abusive behavior directed at adults, bullying, harassment, social exclusion and anti-gay language)

This is followed by two RESPECT DAYS (Days 2 & 3) provided for the upper level grade(s) – 2 days with up to 100 students per day. RESPECT DAY will provide older students with the necessary leadership skills designed to help them become powerful role models for their school and community, as well as active advocates for their KINDNESS CAMPAIGN.

Derived from the *Reviving the Wonder Program* and based on resiliency and asset building research, RESPECT DAY exposes the students through interactive activities to the concepts of kindness, civility, respect, dignity, empathy, responsibility, integrity, compassion, stewardship and service and their role as leaders and active participants in their school community.

The students attending RESPECT DAY will:

- Explore the principles of basic human respect for self and others
- Understand more about bullies, victims and the important role of by-standers in preventing bullying incidents
- Be introduced to some gender issues of respect and learn how girls and boys may bully differently
- Understand the importance of honesty, integrity and honor in personal and scholastic success
- Examine components of their own personal culture and understand the importance of respect for all cultures
- Learn some basic elements of emotional intelligence that are important in preventing school violence and making healthy choices
- Develop a deeper sense of empathy and compassion for others

- Brainstorm action plans for service at school and within their community
- Have an opportunity to volunteer for the KINDNESS TASK FORCE

The third step (Day 4) in THE KINDNESS CAMPAIGN is the formation of a community-wide Kindness Task Force. The task force will expand the program from a classroom focus, to fostering learning through respect, integrity, and responsibility building-wide and eventually community-wide. It will help administration and staff teach students respect skills that will translate from the small and relatively protected environment of the classroom to the world at large – the hallways, lunchroom, playground, school bus and the neighborhood community. Staff will be provided training to learn:

- How to create a diverse task force comprised of volunteers from the staff, student body, and the community in which they live
- Activities the TASK FORCE can sponsor that will help to keep the KINDNESS CAMPAIGN alive throughout the school year
- How to use the Campaign as a framework to organize programs already in place that teach social and emotional intelligence

The last step is a one-day TRAINING OF TRAINERS for RESPECT DAYS (Day 5). Selected members of the Task Force will be trained to design and facilitate their own RESPECT DAYS followed by a day of "SHADOWING" (Day 6), where the Y.E.S. trainer will shadow the task force team of trainers as they facilitate a RESPECT DAY for a chosen grade level.

## **OUTCOMES:**

THE KINDNESS CAMPAIGN progresses from individual to classroom to school-wide to community and fosters self-sufficiency and self-sustainability.

While we are constantly advised that establishing a noticeable climate change is not usually achieved until 3-5 years, our experience with THE KINDNESS CAMPAIGN proves otherwise. In the sites where we have introduced THE KINDNESS CAMPAIGN, principals have reported significant positive changes in the learning climate at their schools after the first year of implementation. These Principals have reported:

- Students being kinder to each other
- Students being more respectful of staff
- Staff being kinder to students and each other
- The general tenor of students to be kinder and more respectful
- All students, including special ed students, taking a leadership role in intervening in student altercations and looking for respectful outcomes
- Less bullying incidents seen and reported
- Fewer students being reported to come into the office for disciplinary action
- Recognition and validation of what the site is already doing toward campus-wide respect initiatives
- Instructional aids feeling respected and having an equal voice on the task force, resulting in better staff cohesiveness and teamwork built on mutual respect



- Positive connection and teaming efforts with the community and other schools in the region

THE KINDNESS CAMPAIGN lays a foundation where change can unfold gracefully, as staff and students, parents and the community at large, work towards a common vision with shared energy. The structure of the program ensures on-going accountability and program sustainability, supporting staff and empowering youth to find their voice and to make a difference in their life, as well as in the lives of others.

## **YOUR TEAM:**

**Suze Rutherford** – Author, senior staff associate and Lead Trainer for NTA/YES for the past 20 years. Suze has dedicated the past 3 decades, working with youth and professionals across the country, implementing innovative, experiential training in the areas of prevention and health education.

**Arthur Cummins, M.Ed.** – Coordinator, Crisis Response Network. Arthur is a teacher/administrator/cognitive coach in K-12 public schools. Currently he is working with Principals and staff members to establish effective programs that emphasize the importance of education in affective domain.

**Kim Nicole Disbury** – As author and trainer, Kim has spent the last 6 years researching, evaluating and developing peer mentoring programs across the country. She has spent the last 15 years working in both Canada and the USA, working with youth, women's groups and Hospice, implementing creative, arts-based training that empower the individual from the inside out.

**Maggi Holly, Program Administrator, NTA/YES** – Maggi has managed NTA/YES for the past 20 years, offering logistical and administrative support for programs, special projects and state conferences.

**If you have questions concerning the  
implementation of the grant please call:  
Maggi: 1-800-624-1120 ext. 12**

## Kindness Campaign Application

This application is due by noon on Friday, June 30th, 2006.  
Late applications will not be considered.

Region \_\_\_\_\_

<b>School Contact Email</b>		<b>Level Position Cell</b>		<b>Address City Phone</b>	
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	<b>PLEASE SHARE YOUR RESPONSES AS CLEARLY &amp; SUCCINCTLY AS POSSIBLE. TYPE ANSWERS – NO HAND-WRITTEN APPLICATIONS OR ATTACHMENTS PLEASE.</b>
ADDRESSING A NEED	<b>1. Please share the <u>specific needs and goals</u> you hope The Kindness Campaign will address at your school and/or community.</b>
	<b>2. Please provide data-driven evidence of your stated 'need'.</b> (e.g., SDFS Incident Reports, Average Yearly Progress Reports, Law Enforcement Reports, attendance, low parental involvement, grades, test scores, disciplinary reports, suspensions & expulsions, truancy filings, referrals to community agencies)
	<b>3. What are some of the other critical barriers for student success at your school?</b>
	<b>4. How would your students like to see the social and learning climate change at their school?</b> Please provide student comments.
	<b>5. How would you describe your schools' working relationship with parents and the community at large?</b>

<b>SUCCESS INDICATORS</b>	6. <i>Identify the success indicators you hope to see after implementing the program.</i>
	7. <i>How will you measure the success of The Kindness Campaign?</i>
<b>FOUNDATION</b>	8. <i>What are you already doing at your school to improve the learning environment and increase respectful behaviors?</i>
	9. <i>What social &amp; emotional learning programs do you have in place at your school?</i> <u>Program Name</u> <u>Grade Level Addressed</u>
	10. <i>What impact does social and emotional learning and the associated climate at school have on the academic and personal success of your students and staff?</i>
	11. <i>How would you like the learning environment at your school to change?</i>
	12. <i>How many of your staff members have attended workshops/trainings offered by Idaho Dept. of Ed Safe &amp; Drug Free Schools over the past 3 years?</i> _____ <u>Name Trainings</u> <u># of Staff Attended</u>
	13. <i>Do you have a majority of staff committed to implementing The Kindness Campaign?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No  <i>Share % of staff:</i> _____ <i>Classified</i> _____ <i>Certified</i> _____ <i>Administration</i>

SUSTAINABILITY	14. <i>What do you see as your schools' greatest obstacle(s) to implement this program?</i>
	15. <i>Is your administration supportive of implementing this program building-wide?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	16. <i>Will you be able to recruit several members of the community to serve on your Kindness Task Force for 1 – 2 years?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	17. <i>Can your school commit to the six days of training?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	18. <i>Do you have a team of staff members who would commit to this training and its implementation over time?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	19. <i>Is your staff willing to work with students and community members on a Task Force to implement The Kindness Campaign?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
	20. <i>How will you get students actively involved?</i>

**Applicant name** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Building Principal** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Phone #** \_\_\_\_\_

**e-mail:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**District Superintendent:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

*Thank you for completing this application.*